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ABSTRACT

This volume is the fourth in a series of five texts designed to accompany workshop instruction in evaluating bilingual programs. It is addressed to those involved with bilingual programs generally, educators directly involved in planning and implementation, and research and evaluation specialists. The purpose of this text is to provide the workshop participant with strategies for planning an implementation evaluation. The following topics are treated: the limits of outcome data in program evaluations; views on educational programs and how the views can affect implementation evaluation strategies; categories of implementation questions and the types of information useful for answering them; and alternative strategies for collecting data useful for implementation evaluation. Sample questions to identify key program features for implementation evaluation, data useful in describing the program and examining program dynamics, information regarding the selection of instruments, and samples of the abbreviated program description questionnaire and characteristics of the program's population questionnaire are included. (PN)

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Bilingual Evaluation Technical Assistance

Workshop Text IV

Planning for Implementation Evaluation

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Bilingual Evaluation Technical Assistance Workshop Text IV

Planning for Implementation Evaluation

How to Use This Text

Planning for Implementation Evaluation is the fourth in a series of five texts designed to accompany workshop instruction in evaluating bilingual programs. Each text was written to "stand alone," that is, in order to understand and use the contents of this section, you need not have read the preceding two titles, Overview: Evaluation of Bilingual Programs, and Planning for Evaluation Design. Instructional activities selected to provide workshop participants with practice on skills and content related to this workshop are contained in a separate publication, BETA Workshop Activities IV: Planning for Implementation Evaluation.

We hope that you will be able to read the entire contents of this workshop text before participating in the actual sessions. If your workshop has been planned to allow you preparation time, you may wish to complete the Participant Preparation forms provided in the beginning of the Workshop Activities booklet accompanying this text. Advance preparation will allow you to list questions arising from your reading that you specifically need answered. In addition, if you complete the Preparation form asking for descriptive information about your program, you will be able to use this information during workshop practice exercises. When you apply new concepts and skills to your own program, rather than to some generalized example, the benefits of workshop participation are

more immediate and clear.

The text you are about to read was written for use with three groups having different levels of expertise and familiarity with bilingual evaluation. At the most general level, we hope that all people involved in bilingual programs, teacher aides, both bilingual and non-bilingual program teachers, students, parents, and community members will find the materials valuable. A second audience of interest is educators directly involved in bilingual program planning, implementation, and evaluation, who are familiar with many of the general principles of curriculum development and testing but who have no special training in evaluation. The third group for which the materials were designed is research and evaluation specialists who are quite familiar with evaluation methodology but who may not be cognizant of the special demands of bilingual program evaluation.

Some sections of the text will be more relevant to one group than to others. For this reason we have keyed the Table of Contents of each text to tell the reader which sections would most likely be of interest. There is no reason, of course, that you should not read a section. In fact, we feel that there is a little something for everyone throughout each text. However, if for reasons of time or interest you wish to use the materials as a reference, or to be informed on some topics more than others, you should consult the key in the Table of Contents to identify those parts that match your interests and level of expertise.

Workshop contents

The workshop text, Planning for Implementation Evaluation, is organized around six questions:

What is implementation evaluation and why is it important?

What are the two major questions guiding implementation evaluation?

What are the components of a good program description?

How can you characterize program operations?

What kinds of data are necessary to answer implementation evaluation questions?

What are some strategies for documenting program implementation?

After participating in the Workshop you should have the following kinds of skills:

Know the difference between outcome and implementation evaluation

Know how to formulate a program description

Know how to identify potential variables in the operation of your program related to program outcomes

Design a program description of your own evaluation

Formulate questions, identify variables, and select measures either to explain your own program's outcomes or to plan program improvement

If you have already acquired some of these skills but not others, refer to the table of contents to find those sections or the text of most interest to you. If the content and skills introduced in this workshop are new to you, begin your reading with the "Introduction" and continue throughout the topics in the order in which they appear.

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Audience Key:

G: Appropriate for all levels of expertise including parents and community.

S: Teachers, administrators and school site staff with instructional and administrative experience in bilingual programs, but no specialized evaluation training.

R: Evaluators and research staff familiar with design, measurement and implementation procedures used in program evaluation.

Workshop Text IV

Planning for Implementation Evaluation

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Bilingual Evaluation Technical Assistance Workshop Text IV

Planning for Implementation Evaluation

Introduction

By mandate and by convention, most evaluations of bilingual programs focus on program outcomes. Indeed, evaluators spend a great deal of time and energy collecting information to answer questions such as: "Did the students become more proficient in English language skills?", "How were student attitudes toward school affected by the program?", "Did they make progress in math and social studies?", "Did teachers learn new instructional techniques?", "Did parent participation increase?" In specially funded or legislated programs evaluators also are required to respond to an additional concern: "Did the program comply with the sponsoring agency's guidelines?"

The amount of attention evaluators give to such questions may eclipse a very simple, but powerful, notion: Outcomes--student achievement and attitudes, staff competencies, parental attitude and so forth -- presumably are the result of the program itself, the activities of participants, the materials they use, staff characteristics, community attitudes, and a whole host of features that constitute and affect the program. Moreover, the way in which program features are implemented, and the way they operate throughout the school year, can have considerable impact on planned and unplanned program outcomes.

Consequently, a critical activity of an evaluation is to carefully describe and document the program itself. This evaluation activity focuses on the way a program is implemented and carried out and, hence, is called "implementation evaluation." The purpose of the present chapter, then, is to provide you with strategies for planning an implementation evaluation. Specifically, the following topics are treated:

- The limits of outcome data in program evaluations
- Views on educational programs and how the views can affect implementation evaluation strategies
- Categories of implementation questions and the types of information useful for answering them
- Alternative strategies for collecting data useful for implementation evaluations

Are Outcome Data Enough?

As mentioned, almost all educational evaluations provide for the collection of outcome data; that is, evidence about the results of the program. These data points typically are determined by program goals or objectives. If a program states a goal in terms of effects upon students' growth in an academic area (which is often the case), then student achievement data are collected usually by a standardized achievement test. For example, a goal of a Title VII elementary school program might be: "To teach children sufficient skills in math and English language to enable them to exit the bilingual program and receive instruction in monolingual English classrooms and perform successfully." There are, of course, other kinds of program outcomes.

Some programs purport to have an effect upon the level of parent involvement in school planning and decision making or upon staff performance in teaching or communication skills, such as, "..the program shall promote an active and positive relationship between the schools and the community," or "...the program shall create and maintain a project staff of teachers, paraprofessional aides and administrators with a high degree of expertise in their respective fields." These examples represent legitimate outcomes, although they are less readily "measured." In addition to the stated objectives or planned outcomes described in program guidelines and proposals, there are other "unanticipated" program effects. These side effects may be beneficial, such as increased staff unity and improved staff-student relations; or they may be undesirable, such as increased paperwork and decreased teaching time due to testing requirements.

Program outcomes, however, do not tell the complete story behind the successes and failures indicated by the data. In fact, outcome information by itself tells you very little about the effectiveness of the program. Although statistical tests and carefully designed evaluation plans can reduce the likelihood that observed program results are due to chance, these procedures cannot tell you what program activities affected these results, or if the activities carried out had anything in common with those originally planned. So, while outcome data may tell you that your third graders participating in the program showed greater gains in English reading skills than did comparable third graders not involved in the program, you have no evidence to suggest what part of

your program contributed to this result, if any part did. It may be that simply the extra attention of being in a classroom staffed by a bilingual teacher and two aides was the key to students' success and that the myriad teaching activities called for in the program are not particularly effective and, in fact, detract from teaching time in reading. On the other hand, if your outcome data seem to suggest that there was no difference in achievement between students in or not in the program, it may not be because the program "doesn't work." Closer examination of the program operations may reveal that necessary texts and materials did not arrive until the fifth month of the program. Or, it may be that teachers did not receive adequate preparation or assistance in carrying out the program.

Decisions based solely on outcome data tend to be uninformed decisions. In the first example above, where data suggest an effective program at work, simply continuing the program "as is" would also continue those less effective components and their less desirable side effects. Yet, without some information on program operations it would be difficult to know what to alter or how. In the second example, discarding the program might be a premature move. All programs have trouble "settling in" and difficulties of the sort described are to be expected. Because these problems interfere with the initial operations of the program, judgments about program effectiveness cannot be made. In a very real sense, the program has not truly been "tested." Information about program operations will, however, provide staff and administrators with a good basis for making changes and eliminating problems. Thus, whether

your outcome data indicate success or failure in meeting program goals, additional implementation data can provide you with an understanding of what program aspects are likely contributors to those findings and what, if any, changes might increase program effectiveness.

What is Implementation Evaluation?

In the broadest sense of the term, an implementation evaluation is an effort to systematically collect descriptive information about a program. Whereas outcome evaluation focuses on program effects, implementation evaluation focuses on the program itself. Data collected for an implementation evaluation are, as mentioned, essentially descriptive. Observations, questionnaires, self-reports, school records such as enrollment figures, library check-in sheets, teacher logs, all can be marshalled to provide information about the nature of the program.

Obviously, it is not necessary to describe each and every aspect of your program. Rather, you should collect only data which are needed and which will be used to answer key questions about the program. One of your jobs as evaluator, then, is to determine what questions are important to local program officials and, of course, to respond to any questions posed by external funding agencies. How should you go about determining appropriate questions? What are the range of issues that you can address in your implementation evaluation? These latter concerns are addressed in the next section, which is organized around two kinds of information of interest to the evaluator: What the program looks like and how it behaves.

Implementation Questions: Describing the Program, Investigating Its Dynamics

Implementation questions appropriate for bilingual education programs can be roughly classified into those which call for descriptive information and those which seek information about program dynamics. Sample implementation questions which may be appropriate for your program are presented below:

Descriptive Questions

1. Does the program exist?
2. If so, what does it look like?
3. Was the program implemented as planned?

Questions About Dynamics

1. What program features seem to be responsible for achieving planned program goals? For inhibiting goal achievement? For promoting unplanned outcomes?
2. What non-program events or circumstances affected the program?

These two categories of inquiry, descriptive questions and dynamics questions, are discussed in the immediately following sections of this chapter.

Descriptive Questions

When you seek "answers" to descriptive questions, in essence you

are seeking information that will give people a complete and accurate picture of the program. The data you collect should help people visualize what the program looks like in operation: Who was doing what? When? Why?

Note, however, that the description you develop early in the planning stages of the evaluation simply reflects the program at that time. It is very likely that the program, its procedures, staffing, funding, students, will change during the course of the evaluation. In fact, one of the aims of your evaluation may be to document where changes occurred or even to provide information that will influence decisions to make the changes.

Each of the following three descriptive questions is discussed separately below:

1. Does the program exist?
2. What does the program look like?
3. Was the program implemented as planned?

Descriptive Question: Does The Program Exist? While it may seem absurd to ask if, indeed, there is a program, you should not assume that an organized program exists just because students are assigned to classrooms labelled "bilingual." Lack of staff expertise, school commitment, planning time, or materials may interfere with efforts to create new programs. In fact, in extreme cases, the only difference between a "bilingual program" and regular instruction may be that the students have been segregated from their classmates.

The most direct way to determine if a school does indeed have a

bilingual program is to ask. Ask teachers participating in the program what they are doing and how it is different from regular instruction. Ask teachers and staff outside the program if the school has a bilingual program and what it is. Go in and observe classrooms, bilingual and regular. Your inquiries and observations should enable you to determine (1) if people perceive that something different is happening at the school and (2) if instruction has been altered to meet the special needs of students in the program. Until there is concensus that a special program is being installed, you will need to work with staff to help them define what it is they are trying to accomplish in their bilingual program and what they think it should look like. One effective way to accomplish this is to review with staff any written program plans or proposals for the program. Spend time discussing what was planned, what actually is happening, and what they would like to see happen. It may be that your job as an evaluator will begin much later than expected because, initially, there was no well-defined program to evaluate.

Descriptive Question: What Does The Program Look Like? Once you have determined that efforts are being made to install a recognizable bilingual program, your next task is to describe the program in as much detail as possible. Minimally, the components of a thorough program description will include the following:

1. Description of the population served
2. The rationale for the program and its goals
3. Program goals and objectives

4. Critical components of the instructional program:

   . Staff

   . Activities

   . Support

The kinds of information that you may wish to include under each program component are presented in the immediately following sections of this chapter.

Target Population

This would at first appear to be an easy category to describe. Be careful. Some programs have vague categories of populations to be served; these categories must then be made operational by program staff. Educators involved in bilingual and minority educational programs are all too familiar with the myth of the "Spanish surname." In fact, in many programs, ambiguity surrounding the definition of participants reflects problems in the state of the art for identifying students. Bilingual educational programs are still grappling with the issue of defining bilingualism and language dominance in ways that can be readily measured. In other cases, the vague quality of participant descriptions may reflect the "psycho-political" sensitivity of the issue of labelling children. When faced with little information about your target population, the funding proposal is often a good source of information for defining one target population.

A good many bilingual programs are initiated according to proven "need." Initiation of the program may be voluntary or mandated. Need is usually defined in terms of numbers or percentage of students

determined to be receiving a less than equal educational experience due to the inadequacy of their English language skills. Presumably then, most program archives begin with a documentation of the need for the program. Some funding agencies are more explicit than others in defining need and its documentation. However, most school systems with non-English speaking residents have been required to assess language competence or dominance of their school children.

Evidence of the census should be available in the application for funding along with the measurement device and methodology for determining language competence or dominance. Since there is a considerable controversy surrounding most extant measures of language competence and dominance, you should investigate the limitations and advantages of the particular method and measure used in assigning students to categories of language skill and consider including it in your description of the program's target population.

Program Rationale

Although there is a range of available rationales supporting bilingual education, they can be differentiated and do extend into distinct configurations of program objectives, activities and strategies. The following brief review of the major distinguishing features of bilingual educational models may assist you in assembling this component of the program description.

Generally, there are two basic orientations to bilingual education programs: transitional and maintenance; they vary regarding the

status of the primary or native language. Transitional programs in bilingual education emphasize the eventual goal of the students' ability to benefit from instruction in English. To that end, a variety of program stragegies, based upon second language acquisition theories, provide activities and instruction to facilitate the development of English competence. Transitional programs are based upon an assimilation philosophy. Typically such programs limit the length of time students participate in the program, and the use of the English language is increased as rapidly as possible.

Maintenance programs, on the other hand, make specific reference to the development and upkeep of skills in both English and the native language. More "pluralistic" in philosophy, such programs are often ethnically mixed, voluntary in basis and always employ both the second and native language in instruction.

Bilingual programs can be roughly classified along the following continuum.

Type I (Transitional bilingualism) allows a pupil to adjust to school and/or master subject matter until skill in English is developed to the point that it alone can be used as the medium of instruction. Such programs imply language shift as an objective, and give no consideration to long-range development and support of the mother tongue.

Type II (Monoliterate bilingualism) indicates goals of development in both languages for aural-oral skills, but does not include literacy skills in the non-English mother tongue. Such programs emphasize

developing fluency in the native language as a link between home and school. With the school providing recognition and support for the language in the home and neighborhood, this type of program is intermediate between language shift and language maintenance.

Type III (Partial bilingualism) seeks fluency and literacy in both languages, but literacy in the mother tongue is restricted to certain subject matter, mostly related to the ethnic group and its cultural heritage. Reading and writing skills in the native language are commonly developed in the social sciences, literature and the arts, but not in science and math. This kind of program is one of language maintenance coupled with a certain effort at cultural maintenance.

Type IV (Full bilingualism) students are taught to develop all skills in both languages in all domains. Both languages are used as media of instruction for all subjects, except in the teaching of the languages themselves. This program is directed at language maintenance and the development of the minority language.

Program Goals and Objectives

This category describes both broad aims of the program and more specific performance expectations. Because broad level goals may be difficult to nail down, it may be helpful to consider possible goal areas in terms of the target group and the type of goal. Figure 3-1 offers a schematic for approaching some of the possibilities.

FIGURE 3-1

A Summary of Program Goals

Group/Target	Academic Goals	Other goals
Students	English language skills Native language skills Basic skills in math, social studies	Self-concept Cultural awareness
Staff	Improved skills in: . students' native language . oral testing . teaching reading	Student-staff relations Materials and personnel resources
Community	Parent involvement in classroom Parent involvement in program planning	School Climate indicators (vandalism, attendance) School & community relationship

As you can see, student achievement in the basic skills is only one of many possibilities targeted by programs; most programs cover many categories. In bilingual education, it is not unusual for a program to have a multicultural dimension, and an attitudinal component aimed at students, staff and community.

In general, there is agreement on the major goals of bilingual education programs, federal, state or local. Students with limited or no English competence are expected to make gains in their English skills toward the eventual goal of being able to profit from instruction in English to the same extent as their native English-speaking counterparts. Beyond this major goal area, there is dissension regarding objectives for the non-English language of the student. There is also dissent about what constitutes "sufficient English skills" so as to be able to profit from English instruction equally as the native English speakers.

It is reasonable to expect that some programs will value goals such as increased community participation or the development of a political power base for the community so that community members may have input regarding the education of their children. Other programs may consider psychological effects, such as self-concept and attitude toward school to be among the most desirable outcomes of a bilingual program. In looking at a particular program, one should understand the relative weight given to the various goals under which bilingual programs operate.

Critical Components of the Instructional Program: Staffing and Staff Qualities

In describing your program, you may find specific references in program guidelines to recommended patterns of staffing or to staff characteristics. A rather broad spectrum of school personnel may be

included in the term "staff." Teachers aides, the principal and vice principal are the most common references. However, parent volunteers (as opposed to paid aides), counselors, social workers, health workers, specialists (e.g., in speech and hearing), and school psychologists are also a part of the staff.

Advisory councils should also be included in descriptions of staff. Frequently, specific mention is made of the qualities of constituent groups each member should represent. Decision-making powers, responsibilities and other council functions should be included in the program description of staffing.

Staff qualities are special skills or experience related to the program strategy or context. For example, certification of bilingual competence is required in some bilingual programs; others may require extra course work or years of related experience in working with students of varied ethnic or linguistic backgrounds.

Staffing patterns may make reference to student-teacher ratio, pull-out programs or special groupings of students with staff. Any reference to the distribution of staff time and responsibilities can be included in your description of the program's staffing pattern.

In bilingual education programs, the characteristics and qualifications of teaching and support staff are particularly critical. Three major categories of competence in bilingual education staff may help by providing you with a framework for describing the planned staffing of the program you are evaluating. These three categories are academic preparation, teaching experience, and personal skills. Some factors you may wish to describe in each of these areas are listed in Fig. 3-2. You should also consider the less familiar roles and responsibilities that

may be an important part of the bilingual program you are evaluating. For example, specific reference to characteristics of social workers, psychologists, specialists (e.g., for speech and hearing or other handicaps), and even the school administration staff might be included in the plan in terms of prescribed or required involvement in the school program. This is particularly the case in those schools or districts dominated by non-English-speaking or limited-English-speaking populations.

In addition to personal and professional qualities of program staff, staffing patterns should be included in the program description. In planning documents, interviews or agency guidelines and regulations there may be specific mention and/or description of staff position, roles and responsibilities to be covered in carrying out the program. Restrictions on staff, such as the use of aides for instruction, may be a requirement or a local site decision included in the plan. Descriptions of number of aides or other references to the reduction of student - adult ratios by additional classroom staff are likely to be included in plans for bilingual programs. Also common in bilingual educational programs is the inclusion of parents or other community members in the classroom activities, especially as volunteer assistants to the teacher and in addition to the paid aide.

In describing these features of bilingual program staffing, you will likely notice again the distinction between the program rationales of maintenance and transition. For maintenance programs, more emphasis on staff bilingual and bicultural or multicultural qualifications would be expected, in contrast to that needed in transitional programs.

Maintenance programs might also reflect different staffing patterns because of a greater need for aides or other adults in the classroom.

FIGURE 3-2

Typical Areas of Teaching Staff Characteristics

I. Academic Preparation

1. Level of education
2. Academic preparation in teacher education
3. Knowledge of bilingual/bicultural teaching and curricular strategies
4. Possession of a standard teaching credential
5. Possession of bilingual/cross-cultural teacher certificate

II. Teaching Experience

1. Teaching experience in monolingual classroom settings
2. Teaching experience in bilingual classroom settings

III. Personal Attitudes and Skills

1. Philosophy of bilingual education
2. Familiarity with the cultural heritage of students
3. Ethnic group membership
4. Native language background
5. Oral language ability in the primary language and English
6. Reading and writing ability in the primary language and English

Critical Components of the Instructional Program: Activities

An instructional strategy is a plan or approach for meeting program goals. Individualized instruction, learning centers and team teaching are types of instructional strategies that may be specified for a given program. While these strategies refer to the teacher's role in helping to achieve program goals, other strategies may be targeted at the students, such as cross-age tutoring.

The strategy should reflect the underlying rationale or policy of the program. In bilingual educational programs, for example, differences in theories of second language acquisition and language dominance might translate into different instructional strategies for the allocation of time into the primary or secondary language to various class subjects.

Alex Law of the California State Department of Education has suggested that the following six bilingual strategies be used as the basis of evaluation.

Translation. Lessons are presented in English, then translated to a second language. This may be done simultaneously, at a later time during the day, or even on another day.

Preview-Review. Students receive instruction in two languages in a specific lesson or subject area. A preview is presented in one language, followed by a lesson in the second language. Finally, a review may be done either in both languages, or in the language of the preview. Usually two language-model-instructors are used in this format. Students may be previewed in two languages in the content of a presentation to be conducted in either language. They may then

be grouped according to primary language, and the presentation is reviewed in the primary language by the appropriate adult model.

Concurrent. Both languages are used simultaneously in the instruction of any specific lesson. The objective is to teach concepts in both languages, avoiding translation. Usually only one bilingual model-instructor is used.

Back-to-Back. A designated portion of time, such as the morning, is set aside for instruction in one language, and another portion of the day is devoted to instruction of the same curriculum content in the other language. The student receives instruction in two or more languages, but at different times during the day.

Language Other-than-English (LOTE) Immersion. A language other than English is used for instruction in academic areas, but with an emphasis on developing English language oral skills.

Eclectic. An eclectic approach combines one or more of the translation, preview-review, concurrent, back-to-back, and immersion approaches along with other variations. In practice, the eclectic approach may be difficult to observe because its definition may be ambiguous.

While some programs may not specify a particular strategy or methodology, they may propose specific content. Multicultural components of programs in bilingual education often make careful reference to the knowledge and experience students should be receiving, such as holiday traditions, political history, or literary traditions.

Program contents and strategies may be described in a variety of ways with charts, prose, task analyses or expanded rationale statements. There is, however, a way to approach the program description that will facilitate your task. In bilingual educational programs, there are particular variables that are strongly associated with program impact and that define characteristics of the program organization. These variables can be used as a checklist or outline to assist you or your evaluation staff in drawing out of a variety of planning documents the essential identifying features of program content and strategy. These variables include the distribution of instructional time between English and the non-English language; the kinds of instructional activities conducted in each language; the length of time for students to remain in the program; and assessment categories of linguistic competence.

The distribution of instructional time is an indicator of the maintenance or transition philosophy underlying the program. Consider the following possible uses of time in terms of content areas and language use:

.. development of oral language skills in the non-English and English language;

.. development of reading and language arts skills in the non-English and English language;

.. use of the non-English language and English to teach areas related to culture;

.. use of the non-English language and English to teach content areas (e.g., arithmetic);

.. amount of instructional time spent in language development curriculum as opposed to other subject areas;

.. within each of the above content areas, which language is the language of instruction and which the language of interpretation;

.. use of non-English language and English in non-instructional capacities (e.g., discipline, general class conversation).

The length of time for students to remain in the program and the shift in language use over time in the program are also indicative of a particular rationale upon which the program is based. While some programs have restrictions, based upon funding, on the options for program duration, most funded programs are expected to continue beyond the funding period, using the initial funding as "seed money" to help set up a workable, needs based program. Accordingly, provisions for program duration should not preclude planning for extended operations. Given then the context that the district will continue to operate a bilingual program, what provisions are there within the program structure for admitting, retaining and/or releasing students?

The major distinctions in length of student stay in a program may be roughly categorized as competency based, time based and continual. Competency based programs make their decisions upon assessment of the student's English skills, either in terms of his/her ability to profit from instruction in English, or in terms of present criteria for reading, writing, oral and aural skills in English. Time based program decisions, unlike the testing type just described, are not as individualized in their decision base. A given time span determines the student's return

to English-only classroom. Several states specifically limit the number of academic years they will fund the participation of any given student. Several other states provide options on an individual basis for retaining students in bilingual programs. These two types of exit rules, the competency and time based, are most common to transitional programs as opposed to maintenance programs. The emphasis is upon returning the student to the English classroom either within a particular time or upon achieving a particular level of competence. The last decision type, a sort of continual time frame, is not really an "exit" rule. It is designed for bilingual education with a maintenance philosophy, that is, for ongoing growth in linguistic ability in the native and the second language, English. In this approach, a student entering public school at grade two, for example, would not be restricted to educational growth in his/her non-English native language after grade six, simply because the program "ends" there or because the student has reached full "linguistic competence" in English.

Critical Components of the Instructional Program: Support

Support systems include the range of activities designed to assist in the initiation and operation of the new program. Because of the wide spectrum of possible support activities, it may be useful to consider the source of support and type and level of assistance. The source of support may be a funding agency, district or state administrators, private consultants, in-service instructors, parent groups and other community organizations. Assistance may be in the form of technical

expertise such as testing, curriculum development, materials development, interpreting guidelines and regulations, planning the evaluation, training staff on implementation procedures, or other special skill areas. Additionally, spiritual or motivational support from the "community" and nonparticipant staff and district administration may be specifically planned for as part of the program's network of support.

Descriptive Question:

Was the Program Implemented as Planned?

The aim of this question is to document the extent to which actual program operations conform to initial program plans. To answer the question, you will need to carefully review documents which explain what the program is supposed to look like and accomplish.

The documents might include funding proposals, previous evaluation reports, literature (brochures, pamphlets, news articles) acquainting the public with the program, prescribed curricula or learning continuums, teachers' guides.

Bear in mind that such documents are likely to reflect official intentions which might not correspond to actual expectations and activities of program participants. For example, the rhetoric of a proposal may have won the approval of funding agencies, but the proposal may at the same time lack concrete details about how the program operates on a day-to-day basis. Similarly, the objectives and procedures of a program that have been in existence for several cycles of operation may have changed considerably since the original plans were prepared. It also

is possible, for example, that district-wide teaching objectives and activities may actually constitute only a part of the total bilingual curriculum. From official documents, then, you can glean useful insights regarding planners' initial intentions for the program.

To obtain up-to-date descriptive information, however, evaluators are urged to leave their offices in order to (1) talk with program participants and constituents and (2) observe the program in operation. You will need to collect data related to the quantity and quality of activity that takes place during the program and to observe the degree to which program inputs operate at desired levels.

The critical comparison to be made when answering this question is that of the real with the intended. Intended levels of implementation can be estimated by querying program planners at the onset of the program about what the program should look like. Real levels of implementation can be ascertained by using observation, counting, questionnaire, and interview techniques.

Note that many of data collection activities designed to determine how the program is behaving will overlap with your effort to develop an accurate program description. Basically, you will be simultaneously engaged in describing the program and noting where actual operations deviate from plans. For example, you may be asked to evaluate a program that purports to be a maintenance bilingual program. During your visits to the classrooms involved and from teacher report, you discover that indeed students are instructed in their native language in both reading and mathematics. However, there is no instruction provided in their native

language in other content areas such as science, music, and social studies. Since student native language competence in these areas will not grow without instruction in the native language, the program deviates from the maintenance goals it subscribes to.

Questions About Program Dynamics

Questions about dynamics are aimed at uncovering program and non-program features that are either (1) affecting planned outcomes and/or (2) promoting unexpected outcomes. An earlier section of this chapter described characteristics of "educational innovation". As mentioned, innovations are changing dynamics, not always predictable, and are likely to change over time. A good evaluation will capture the nature of an educational innovation by (1) keeping track of changes, (2) presenting reasons for the changes, and (3) explaining what effects the changes appeared to have on students, staff or others involved in the program.

Sometimes non-program events or circumstances become part of internal program dynamics and cause changes in expected operations and influence desired results. Community support, or non-support, for a bilingual program represents one potential influence on the effectiveness of a program. Home and family values, such as esteem for education or cultural pride, also can indirectly affect performance of program participants.

School staff morale is another "non-program" dynamic which is critical to success of a bilingual program. Teachers in the regular curriculum may resent special funding for bilingual education, feeling

that their efforts are not receiving comparable support. Continuous inter-school transfers of bilingual teachers can reduce teachers' sense of professionalism and hamper their instructional efforts. "Larger" issues, such as school district busing programs or even compaigns of political candidates, can create a climate which facilitates or disrupts operation of your program and, ultimately, may affect outcomes.

Clearly, there are a myriad of dynamics within and outside of a program which should be taken into account when evaluating the effects of the educational effort. The dynamics most likely to affect program operation and outcomes need to be identified, documented and reported.

How do you know what to look for? What dynamics are important? What program features should you investigate? What non-program phenomena should you consider?

Modeling the Program

One way to begin to focus your efforts is to develop a "picture", or model, of the program. The aim should be to identify key features --within the program and outside of it--that are likely to affect:

.. Program outcomes

.. Normal operations

Based upon your sense of the program, derived largely from the program description you have assembled, you should be able to construct a model of the program under evaluation. The model should show the links among major components in a way that indicates the impact of each program component upon the other(s). The model also should include "outside," non-program phenomena likely to affect internal operations and possibly affect program results.

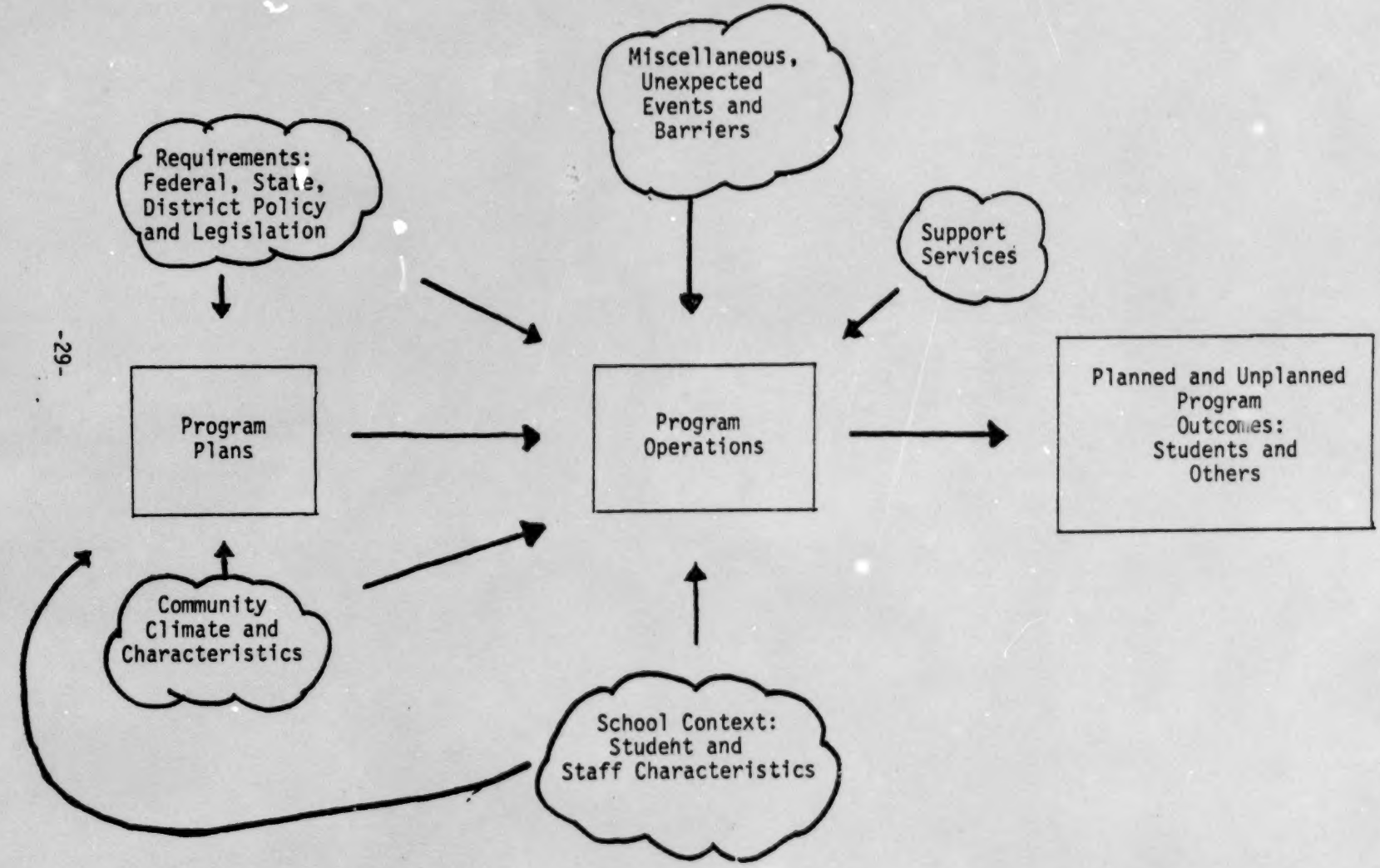
The chief purpose of modeling the program you are evaluating is to heighten your awareness of the relationships among features and the influence of factors that may appear otherwise to have little to do with the program and might be thus overlooked. From constructing and studying your model, you will be able to generate categories of questions/data that you want to include in your questionnaires, observations, interviews, document search, or whatever data collection activities you decide upon. This information, in turn, can be used to augment your outcome evaluation.

Figure 3-3 offers an example of the program components and external dynamics that might be included in a model of a bilingual education program. From the model, you can see there are many factors impinging upon program planning and design. Federal or state requirements, recommendations and policies; input from local groups including staff, community and school district personnel; information from formal needs assessment or census taking activities; and community climate are easily identified as factors affecting the program plan. School context, too, is likely to have a pronounced effect upon program design, especially for bilingual program planning. For example, the number of district language groups to be served in one school or school district might have a limiting effect upon plans for staffing or expenditures.

In addition to the obvious program components, factors external to the program can and do influence the various stages of program implementation. Because these external factors often create unexpected problems and make adaptation necessary, they should also be included

FIGURE 3-3

Modeling Your Program


Miscellaneous, Unexpected Events and Barriers
Requirements: Federal, State, District Policy and Legislation
Support Services
Program Plans
Program Operations
Planned and Unplanned Program Outcomes: Students and Others
Community Climate and Characteristics
School Context: Student and Staff Characteristics

in your model. Your experience and expertise in bilingual education should provide assistance in identifying, hypothesizing and building into the model those factors that are most relevant to your particular program.

The model in Figure 3-3 is meant only as a generalized example of components and factors your model might include. In place of such broad category labels as "federal, state, requirements," your model might have the actual description of mandates. In place of "planned program," you might list goals, objectives and some sense of the rationale for the program. In place of "support services," you might specify curricula planning days or inservice workshops for program staff.

Bear in mind that the model is not intended to show actual "cause and effect" relationships among program components. What you are trying to do is to identify tentative links among the features specific to your program. These links, in turn, will direct your attention to areas of the program for which documentation data will be needed.

It is advisable to share the finished model with local program personnel, who may have quite different perspectives on the relationships among program components. Their insight into the program represents an important source of ideas for identifying high priority targets for implementation evaluation. In addition, the model is a good forum for generating evaluation questions.

Figure 3-4 presents some sample questions that you might pose to program personnel. Notice how the questions are aimed at pinpointing the most crucial aspects of the program. These crucial aspects, in turn, will become "targets" for your implementation evaluation.

FIGURE 3-4

Sample Questions to Identify Key Program Features for Implementation Evaluation

- What makes the program distinctive from other programs with similar goals? What are its unique characteristics?
- How are the unique features likely to help the program achieve its goals?
- What are the program's strong points?
- Which parts of the program are most troublesome, likely to "go wrong," most controversial?
- What features of the program would you honestly be willing to modify? to drop?
- What kind of evidence would convince you (be credible) that a program component was (or was not) working well? What would the information look like?
- Do you anticipate any non-school events to affect the program? How? Why?
- What is your greatest concern about the program?
- What aspect of the program makes you most proud to be associated with this bilingual education program?

Essentially, when examining program dynamics, you are attempting to understand the strengths and weaknesses of the program. You will be concerned with why things are happening, how parts of the program fit together, how people perceive the program. Data collection strategies, many of which are summarized in Figures 3-5 and 3-6 are developmental, descriptive, continuous, and flexible. You are looking informally at the following variables: (1) program attributes; (2) population; (3) situation context; and (4) program effects. Data collection activities, then, span a wide range of information sources and should continue throughout the program.

Types of Data for "Descriptive" and "Dynamic" Questions

There are many types of data available to you when carrying out an implementation evaluation. Figures 3-5 and 3-6 present some alternative data sources for (1) describing the program and (2) investigating program dynamics.

Figure 3-5 suggests ways to answer the question, "What does the program look like?" You may wish to gather information on several variables related to the installation of the program. At least four sorts of variables are easily distinguishable: information about students participating in the program, information about program antecedents, information about the setting in which the program is installed, and information about the program itself. Most of these data are available in records kept at either the school site or district office. Such sources as attendance records, ethnic surveys, school and district descriptions

submitted with the funding proposal, staffing plans, and individual student cummulative records will provide much of the information about the static elements in the program, students enrolled, staff involved, and program size. Questionnaires and interviews will also yield much information about program structure that has not yet been documented in school, district, or even community records. You may want to use questionnaires to obtain corroborating information about staffing, student and community characteristics, and political climate that is not readily available in existing records.

Of less value in formulating your program description are student achievement data. Nevertheless, test scores do provide some information about the entry level skills of the students, whether the students are assigned to the program for remedial purposes, and the special patterns of language proficiency of the group you are evaluating.

For documenting how the program actually operates, you will probably rely most on teacher questionnaires, interviews, and observations as summarized in Figure 3-6. While the last is an invaluable method for finding out exactly what is happening in the program and if it corresponds to people's perceptions of what should be going on, it is both time-consuming and expensive. Very few evaluations have the funds to support extensive observation or case studies. If you are in a position, however, to design your own evaluation, you may very well want to budget time for classroom observation.

As you can see from Figure 3-6 summarizing data collection techniques appropriate for examining program dynamics, little emphasis is placed on

FIGURE 3-5

Kinds of Data Useful in Describing the Program

	POSSIBLE MEANS OF DATA COLLECTION					
		Self-Report				
	Record-keeping	Oral	Question-naire	Performance or achievement test	Inter-view	Obser vatio
BACKGROUND DATA						
1. Student Data						
Educational history: locations, performance evaluations	✓					
Language dominance and proficiency pre-program	✓	✓	✓	✓	✓	✓
Socio-economic status and parental occupation			✓		✓	
Siblings: grades, ages, important educational characteristics	✓		✓			
Special problems and remediation taken	✓	✓	✓	✓		
2. Historical Data						
Past program conducted:	✓		✓			
Size: faculty and students	✓					
Type of population: language groups	✓		✓			✓
Classroom processes	✓	✓	✓		✓	✓
Other pre-program data:	✓	✓	✓	✓	✓	
Qualifications of teachers and aides	✓	✓	✓		✓	
Available resources: funds, resource personnel, space, equipment	✓					
3. Contextual Data						
Languages used in the community		✓	✓		✓	✓
SES of neighborhood	✓		✓		✓	✓
Nationalities represented in community (to determine appropriate cultural component for curriculum)	✓		✓		✓	✓
Past participation in the bilingual program		✓	✓		✓	✓
Political support in the community		✓	✓		✓	✓
4. Program Data						
Resources received/used: funds, personnel and their time, space, equipment ordered and how placed	✓		✓		✓	
Attendance of teachers and aides	✓					
Administrative assistance: amount of time from each source: school, district, state, regional	✓		✓			
Attitudes of teachers and aides toward each language, the bilingual program, and other school characteristics		✓	✓		✓	
Number of bilingual classes, number of students assigned to each class and basis for assignment (may be language survey results or scores on some screening device)	✓		✓		✓	✓

FIGURE 3-6

Kinds of Data Useful in Examining Program Dynamics

	POSSIBLE MEANS OF DATA COLLECTION					
		Self-Report		Performance		
	Record-keeping	Oral	Question-naire	or achieve-ment test	Inter-view	Obser-vation
1. Student-Related Data						
Observations of student interactions with each other (rated for frequency, content, complexity, etc.)						✓
Daily schedule of activities: those conducted for the whole class by the teacher; those conducted in small groups by the teacher, aides or volunteers, independent activities	✓		✓			✓
Use of native language and English in the classroom. Percentages of time when each language is used; content areas. Method of communicaton used routinely.	✓		✓		✓	✓
Comparison of stated objectives and means of achieving these with objectives worked toward, and means used	✓		✓		✓	
Role of personnel in the classroom (teachers, aides, volunteers) by content area or subject matter					✓	✓
Changes over the semester or school year in procedures used	✓	✓	✓		✓	✓
Reading and Language Arts curriculum: materials used day by day, means of communicating concepts, methods used to provide practice (e.g., reading groups, audio-fisual equipment, one-to-one reading, etc.)	✓	✓	✓		✓	✓
Documentation of cross-age or other tutoring. Students and others involved, nature of the tutoring, frequency, response of student and tutors to content and procedures.	✓		✓		✓	✓
Documentation of counseling activities. Formal and informal, by peers, teachers and others.	✓	✓	✓		✓	✓
Extra-curricular activities. What goes on with whom. Sports programs, clubs, parties, and other social activities	✓	✓	✓		✓	✓
2. Program-Related Data and Contextual Data						
Means used to arrive at program goals and objectives	✓		✓		✓	
Means used to arrive at performance standards	✓		✓		✓	
Processes used to confer with resource personnel (e.g., weekly meetings whereby principal discussed cumulative files with reading specialist)	✓	✓	✓		✓	
Activities of community participants. Advisory panel meeting minutes or record of how volunteers spent their time in the classroom.	✓	✓	✓		✓	✓
Duties and actual activities of school administrators in working with bilingual program	✓	✓	✓		✓	✓
Rates of participation in the program by various groups in the community	✓	✓	✓		✓	
Support for the program from state and local sources: political and attitudinal support (may be difficult to document), funds and manpower	✓		✓		✓	
Community attitude toward language groups served, bilingual program and education		✓	✓		✓	
Community resources used (e.g., number of visits to employers in the community; use of the park, field trips to local sites, visits to the school by representatives of the community, etc.)	✓		✓			

the use of student achievement data. But, if one of your tasks is to provide information to program participants on how to improve instruction, you will want to gather information about student achievement. Test scores related to student attainment of instructional goals can provide insights regarding which strategies appear to be most effective in promoting those goals, and which strategies or materials can be improved.

Once you have decided upon the general categories of data that you will collect to answer your descriptive and program dynamics questions, the next step is to select appropriate instruments for data collection. In selecting instruments for implementation evaluation questions, you will want to consider quality and cost aspects of choosing a particular data collection strategy as well as the suitability of a particular method to your evaluation design. The following sections briefly describe some of the aspects of instrumentation you will want to consider before deciding upon specific data collection strategies.

Instrumentation concerns: quality and cost

In deciding which instrumentation or methodology to adopt for your data collection, you need to weigh costs and benefits of selecting one over another. Chief among your concerns should be the validity and reliability of the data you will obtain and the cost in time, money, rapport and so on that will result from your use of a particular approach.

Validity refers to the appropriateness of the instrument or method for obtaining the kind of information you are seeking.

Reliability refers to the consistency of the results you will obtain.

A key to reliability is the clarity of your interview, questionnaire items, or your observation and checklist categories. Ambiguity in wording or in the manner of recording the response allows for different interpretations of the same questions. Accordingly, differences in data may not necessarily reflect different points of view or experiences as much as different understandings of the question. Interviews and observations, in particular, have a difficult time establishing reliability. Extensive training of raters or interviewers and careful field testing of these devices are required to bring reliability scores up to an acceptable level. This time must be allowed for in your management timeline to insure that all is ready when the time for data collection arrives.

A further consideration, specific to bilingual educational programs, concerns the difficulties encountered in translating questionnaire, interview or other language-based measures from one language to another. Simple translation of words does not guarantee translation of meaning. You must be certain dialects, idioms and other distinctions in language are taken into account.

In addition to the reliability and validity concerns with instruments and procedures, the cost of use in human and fiscal terms should be considered. There are two major points to consider when your information source is people. First, do not overburden any one respondent or group. Second, try to get as many points of view, i.e., using different groups, as possible on each topic. There are sampling procedures you may use in collecting data from large groups that will save you from burdening all members of the group with your measure. Even so, your evaluation should

be as unobtrusive as possible. Excessive use of class or personal time for testing and questionnaire or interview sessions is undesirable. Observations, too, can disrupt normal class procedures.

Instrumentation concerns: suitability

When considering whether a method of program documentation is suitable for your evaluation, you should weigh the advantages and disadvantages accuring to any one system of documentation. There are four* major data collection activities commonly used for program documentation: examination of records, observation, use of self-report measures, and use of interviews. Figure 3-7, reproduced from Morris and Fitz-Gibbon (1978), summarizes the characteristics, advantages and disadvantages of these four methods. This information, combined with the brief discussion of methods for program documentation that occurs in the following section, will help you select the method having the most validity for the implementation decisions you must make. If you need more information regarding how to develop observation instruments, self report measures or interviews, a complete discussion can be found in How to Measure Attitudes, (Henerson, Morris, & Fitz-Gibbon, 1978).

Examination of records. Records can provide systematic, tangible accounts of program events. There are two basic ways to use records as a source of documentation:

- You can set up a record keeping system with particular documentation needs in mind.

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*The use of student achievement data to document program dynamics and effects is discussed in Workshop Text III: Planning for Student Assessment.

- You can use existing records, and those that will naturally evolve in a program, logs, journals, assignment sheets, or course outlines.

One advantage of using records as part of documentation is that this kind of information tends to be fairly credible. On the other hand, they probably will not provide you with all the information you need for an accurate description of the program. Unless record-keeping has been carefully planned, they seldom tell the whole story. In addition, careful examination and interpretation of records can be time-consuming. Finally, legal access to some kinds of records is not easily obtainable.

Records provide a fairly credible source of information on the occurrence, frequency, and duration of program activities and the amount of participant involvement in the activities. Program records, with the exception of information such as logs and diaries, may not tell you much about the form that the activities have taken.

If you are setting up your own record keeping system you may wish to consider the following activities: List important program activities based on the plan or theory behind the program. Next, try to find out which kinds of records will normally be maintained during the program. For each important program activity, you will then find out if any of the normally maintained records or documents will provide the information you need. Once you know which records will be kept to facilitate your documentation, prepare a plan for collecting them and extracting data. In order to reduce the amount of archival data you will have to analyze, you may wish to sample information by time units over the course of the

FIGURE 3-7
SELECTING INSTRUMENTS FOR IMPLEMENTATION EVALUATION

	Advantages	Disadvantages
Method 1: Examine Records Records are systematic accounts of regular occurrences consisting of such things as attendance and enrollment reports, sign-in sheets, library checkout records, permission slips, counselor files, teacher logs, individual student assignment cards, etc.	- Records kept for purposes other than the program evaluation can be a source of data gathered without additional demands on people's time and energies. - Records are often viewed as objective and therefore credible. - Records set down events at the time of occurrence rather than in retrospect. This also increases credibility.	- Records may be incomplete. - The process of examining them and extracting relevant information can be time-consuming. - There may be ethical or legal constraints involved in your examination of certain kinds of records--counselor files for example. - Asking people to keep records specifically for the program evaluation may be seen as burdensome.
Method 2: Conduct Observations Observations require that one or more observers devote all their attention to the behavior of an individual or group within a natural setting and for a prescribed time period. In some cases, an observer may be given detailed guidelines about who or what to observe, when and how long to observe, and the method of recording the information. An instrument to record this kind of information would likely be formatted as a questionnaire or tally sheet. An observer may also be sent into a classroom with less restrictive instructions, i.e., without detailed guidelines, and simply asked to write a responsive/naturalistic account of events which occurred within the prescribed time period.	- Observations can be highly credible when seen as the report of what actually took place presented by disinterested outsider(s). - Observers provide a point of view different from that of people most closely connected with the program.	- The presence of observers may alter what takes place. - Time is needed to develop the observation instrument and train observers if the observation is highly prescribed. - It is necessary to locate credible observers if the observation is not carefully controlled. - Time is needed to conduct sufficient numbers of observations. - There are usually scheduling problems.

FIGURE 3-7
SELECTING INSTRUMENTS FOR IMPLEMENTATION EVALUATION (continued)

	Advantages	Disadvantages
Method 3: Use Self-Report Measures Questionnaires are instruments that present information to a respondent in writing or through the use of pictures and then require a written response--a check, a circle, a word, a sentence, or several sentences.	- Questionnaires provide the answers to a variety of questions. - They can be answered anonymously. - They allow the respondent time to think before responding. - They can be given to many people, at distant sites, simultaneously. - They can be mailed. - They impose uniformity on the information obtained by asking all respondents the same things, e.g., asking teachers to supply the names of all math games used in class throughout the semester.	- They do not provide the flexibility of interviews. - People are often better able to express themselves orally than in writing. - Persuading people to complete and return questionnaires is sometimes difficult.
Method 4: Use Interviews Interviews involve a fact-to-face meeting between two (or more) persons in which a respondent answers questions posed by an interviewer. The questions may be pre-determined, but the interviewer is free to pursue interesting responses. The respondent's answers are usually recorded in some way by the interviewer during the interview, but a summary of the responses is generally completed afterwards.	- Interviews can be used to obtain information from people who cannot read and from non-native speakers who might have difficulties with the wording of written questions. - Interviews permit flexibility. They allow the interviewer to pursue unanticipated lines of inquiry.	- Interviewing is time-consuming. - Sometimes the interviewer can unduly influence the responses of the interviewee.

Source: Morris & Fitz-Gibbon, 1978

program or review only those records maintained by a limited number of program participants.

If you are using already existing records you will probably wish to make up an important program activities list in order to find out which records or documents are available and can be used. Then you will match documents with important activities.

Observations. While observations are an excellent tool for program documentation, you have to exercise care that the act of observation does not interfere with the working of the program, cause participants anxiety and perhaps alter the routine operation of the activities that you are observing. Observation techniques can be informal or formal. Informal observations involve a fairly casual look at the program by a few observers, followed by a report. Formal observations are more controlled. If you are going to use observations as part of the documentation, you first have to decide on the level of formality that you will need to provide credible information.

There are at least three situations when formal or systematic observations will probably be necessary:

When you are documenting implementation of a highly specified program plan or guiding theory. Did the specifics take place? Was the theory followed?

When you hope to show causes of the program's outcomes.

When (one of) your audience(s) is likely to demand back up data; e.g., Is your program description accurate? Can decisions be made on the basis of the data? Does the information have high utility?

Observation is intended to provide evidence that a program was properly implemented. But observers should not be thought of as judges; rather they are human recording instruments who transfer to paper a record of the activities that occur as the program operates. Depending on the point of view of the evaluation, observers may be instructed about what to look for or they may receive no such instruction and try to describe what they see. Figure 3-8 shows a classification of the systematic observation methods used in social-science research. These methods are organized according to (1) whether or not what has to be observed is predefined (columns) and (2) how the observer has been instructed to behave during and after the observation session--whether he/she sits and watches, writes, makes checks, or reconstructs what happened after the observation period has ended.

Each method of observation, checklist, coded behavior, or delayed reports has certain advantages for obtaining implementation information. Checklists ask the observer to tally or indicate in some other way that some prespecified event has occurred in the classroom. If you must monitor a small number of activities (say six or less) or the frequency of occurrence of an event is important to you, you may wish to use a checklist. Checklists will not help you to document the form in which an event takes place nor the duration of the event. You can, however, measure duration if you use time sampling strategies during your observation.

Coded behavior records is a method whereby an observer who has learned codes or symbols that represent events keeps a running record of the

Figure 3-9

Sample: Abbreviated Program Description Questionnaire

District: _____ Phone: _____

Title VII Director: _____

A. PROGRAM STRUCTURE

1. Program is in what year of funding? _____
2. How many schools does the program service? _____
3. What grades does the program service? _____
4. Is the program maintenance or transitional? _____
   a. If maintenance, up to what grade level? _____
   b. If transitional, when does transition occur? _____
   c. Are specific creteria for transition used? _____
5. Is ESL instruction provided for in the classroom or by a pull-out program? _____ _____
6. Check which approach(es) are employed by the program (as defined by PQRI)
   a. ____ alternative language b. ____ concurrent
   c. ____ bilingual lesson & primary language with
      ____ preview/review ____ immersion
      ____ alternative language ____ block
7. List target language(s) of program.

Developed by T.R.C. at California State University, Fullerton

B. STUDENT DESCRIPTION

1. Approximate the percentage of students who are recent arrivals from outside the United States as opposed to students who are citizens of the United States.

   Recent Arrivals: _____% U.S. Citizens _____%

2. How many LEP children in your project? _____

3. How many LEP children in your district? _____

4. How many LEP children in these languages? (District)

   Spanish _____ Cantonese _____ Mandarin _____

   Vietnamese _____ Japanese _____ Tagolog _____

   Ilokano _____ Samoan _____ Portuguese _____

C. STAFF DESCRIPTIONS

1. How many on your teaching staff?

   credentialed _____ non-credentialed (Aide) _____

2. How many of your credentialed staff are bilingual? _____

3. How many of your credentialed staff hold the certificate of competency?

   _____ waiver? _____

4. How many of your credentialed staff have three or more years of teaching experience in a bilingual program? _____
   Are new to a bilingual program? _____

5. How many hours a day do aides work? _____

6. What support personnel are available? _____